

PROGRAMME DOCUMENT

PROGRAMME TITLE(S)

**BA (Hons) Leadership and Management Skills
for the Workplace**

**Certificate of Higher Education Skills for the
Workplace**

(MODEL B, i.e. not leading to an ILM award)

The Business School

Faculty of Business and Management

Validated

March 2019

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1.1 Overview of the proposal

This section provides an overview of each award/programme title and its associated intermediate and exit awards.

Awarding Institution/Body:	University of Wales Trinity Saint David	
PSRB(s) associated with final award:		
Other accreditation:		
Teaching Institution:	University of Wales Trinity Saint David	
Award Title:	BA Bachelor of Arts	
Programme title/name:	Leadership and Management Skills for the Workplace	
Intermediate Award 1 (enrolable awards):	Certificate of Higher Education	
	If programme title differs to the main award, specify Skills for the Workplace	
Exit Award 1 (awarded on early exit of main programme):	Diploma of Higher Education	
	If programme title differs to the main award, specify Skills for the Workplace	
Exit Award 2 (awarded on early exit of main programme):	Certificate of Higher Education	
	If programme title differs to the main award, specify Skills for the Workplace	
Programme JACS or HECoS Code:	N200	
UCAS code:	UCAS code for a new programme will be added after validation	
Mode of attendance: (tick all that apply)	☒	Full-time
	☐	Part-time
Mode of study: (tick all that apply)	☒	On-campus
	☐	Online/distance learning
	☐	Blended (a mix of on-campus and online study)
	☐	Other (specify)

Duration:	☒	Standard (AQH 6.2)
	☐	Non-standard (specify)
Location(s) of delivery:	1. Wales: Cardiff, Newport and Swansea 2. Birmingham 3. London	
Language of delivery: (tick all that apply)	☒	English
	☐	Welsh
	☐	English and Welsh (bilingually)
	☐	Other (specify)
QAA Subject Benchmarking Statement(s):	Business and Management 2015	
Other external benchmarks:	QAA Framework for Higher Education Qualifications of UK Degree Awarding Bodies 2014 The Institute of Leadership and Management Certificates in Leadership and Management at Level 4 and Level 5.	

1.2 Module Summary Table

							Module status CR = Core CM = Compulsory O = Optional		
JACS/ HECoS code and HESA Cost Centre	Module Code 1. Specify language of delivery if not English. 2. Specify mode of study if modules are not all the same mode.	Module Title	New or Existing	Credits	Level	Assessment summary	BA (Hons) Leadership and Management Skills for the Workplace	CerHE Skills for the Workplace	Is module shared with other programmes not included in this document? Y/N If Y, specify
LEVEL 4									
N200 133	BMSW4001	Academic and Employability Skills	N	20	4	Component 1 – 100% Practical: Practical Portfolio of work (4000 words or equivalent)	CM	CM	N
N200 133	BMSW4002	Effective Team Working and Communication	N	20	4	Component 1 – 50% Practical: Practical Portfolio of set in-class exercises or equivalent (2000 words or equivalent) Component 2 – 50% Practical: Group presentation (5 minutes per person)	CM	CM	N
N200 133	BMSW4003	Digital Skills and Research Methods	N	20	4	Component 1 – 50% Practical: Group Presentation (5 to 10 minutes per student) Component 2 – 50% Practical: Research Report (2000 words or equivalent)	CM	CM	N

							Module status CR = Core CM = Compulsory O = Optional		
JACS/ HECoS code and HESA Cost Centre	Module Code 1. Specify language of delivery if not English. 2. Specify mode of study if modules are not all the same mode.	Module Title	New or Existing	Credits	Level	Assessment summary	BA (Hons) Leadership and Management Skills for the Workplace	CertHE Skills for the Workplace	Is module shared with other programmes not included in this document? Y/N If Y, specify
N200 133	BMSW4004	Problem Solving and Decision Making	N	20	4	Component 1 – 100% Practical: Practical exercise (5 to 10 minutes per person supported by a 2000 words individual paper or equivalent)	CM	CM	N
N200 133	BMSW4005	Professional Career Development	N	20	4	Component 1 – 100% Practical: Practical professional development exercise (5 to 10 minutes per student for the practical exercise supported by 2000 words individual reflection or equivalent)	CM	CM	N
N200 133	BMSW4006	Managing Enterprise in the 21 st Century	N	20	4	Component 1 – 100% Practical: Group presentation of a written business plan (5-10 minutes per group member with supporting written business plan – 2000 words per member)	CM	CM	N
LEVEL 5									
N200 133	BMSW5101	Developing Workplace Critical Thinking	N	20	5	Component 1 – 100% Coursework: Portfolio of work (which may include individual written reports, case study assessments, etc.) (4500 words total)	CM	n/a	N

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JACS/ HECoS code and HESA Cost Centre	Module Code 1. Specify language of delivery if not English. 2. Specify mode of study if modules are not all the same mode.	Module Title	New or Existing	Credits	Level	Assessment summary	BA (Hons) Leadership and Management Skills for the Workplace	CertHE Skills for the Workplace	Is module shared with other programmes not included in this document? Y/N If Y, specify
N200 133	BMSW5102	Developing Relationships and Workplace Achievement	N	20	5	Component 1 – 50% Practical: Case-study based practical exercise (e.g. poster, video or speech) (15-20 minutes per student) Component 2 – 50% Coursework: Individual written report (2500 words)	CM	n/a	N
N200 133	BMSW5103	Understanding and Engaging in the Customer Experience	N	20	5	Component 1 – 100% Coursework: Research report on practical project, based upon both in-class and out-of-class activities (e.g. primary data gathering or secondary research) (4500 words or equivalent)	CM	n/a	N
N200 133	BMSW5104	Managing Projects in the Organisation	N	20	5	Component 1 – 100% Practical: A group presentation of a Project Plan in response to a project scenario (10 minutes per person supported by a written Project Plan of 2500 words per person)	CM	n/a	N

							Module status CR = Core CM = Compulsory O = Optional		
JACS/ HECoS code and HESA Cost Centre	Module Code 1. Specify language of delivery if not English. 2. Specify mode of study if modules are not all the same mode.	Module Title	New or Existing	Credits	Level	Assessment summary	BA (Hons) Leadership and Management Skills for the Workplace	CertHE Skills for the Workplace	Is module shared with other programmes not included in this document? Y/N If Y, specify
N200 133	BMSW5105	Workplace Culture and its impact on Organisational Efficiency	N	20	5	Component 1 – 100% Coursework: Individual written report based upon a student-selected case, supported by a practical demonstration (eg. academic interview or individual presentation) (3500 words supported by 5 minutes presentation)	CM	n/a	N
N200 133	BMSW5106	Knowledge and Information Management Skills for the Workplace	N	20	5	Component 1 – 100% Coursework: Individual written proposal in response to a given case/scenario, supported by a practical evaluation (e.g. poster or presentation) of that proposal (3500 words supported by 5-10 minutes)	CM	n/a	N
LEVEL 6									
N200 133	BMSW6101	Emergent Leadership Skills for the Workplace	N	20	6	Component 1 – 100% Coursework: Portfolio of written submissions (e.g. a case study based on practical activities (such as interviews or secondary research) or an	CM	n/a	N

							Module status CR = Core CM = Compulsory O = Optional		
JACS/ HECoS code and HESA Cost Centre	Module Code 1. Specify language of delivery if not English. 2. Specify mode of study if modules are not all the same mode.	Module Title	New or Existing	Credits	Level	Assessment summary	BA (Hons) Leadership and Management Skills for the Workplace	CertHE Skills for the Workplace	Is module shared with other programmes not included in this document? Y/N If Y, specify
						individual written reflection) (4000 words)			
N200 133	BMSW6102	Developing Innovation and Creativity for Business Advantage	N	20	6	Component 1 – 100% Coursework: Individual project plan supported by a reflective presentation (2500 words supported by 15 minute Presentation)	CM	n/a	N
N200 133	BMSW6103	Leading and Implementing Workplace Change	N	20	6	Component 1 – 100% Practical: Portfolio of work in response to a given case/scenario (which may include: readiness assessment, staff training and development plan, communication plan, evaluation plan, etc.) (5500 words in total)	CM	n/a	N
N200 133	BMSW6104	Strategic Management for SMEs	N	20	6	Component 1 – 100% Coursework: Portfolio of work (which may include individual written reports, case study assessments, etc.) (5500 words)	CM	n/a	N

							Module status CR = Core CM = Compulsory O = Optional		
JACS/ HECoS code and HESA Cost Centre	Module Code 1. Specify language of delivery if not English. 2. Specify mode of study if modules are not all the same mode.	Module Title	New or Existing	Credits	Level	Assessment summary	BA (Hons) Leadership and Management Skills for the Workplace	CertHE Skills for the Workplace	Is module shared with other programmes not included in this document? Y/N If Y, specify
N200 133	BMSW6105	Coaching & Mentoring Skills for the Workplace	N	20	6	Component 1 – 100% Practical: Participation in in-class peer coaching exercises supported by an individual written reflection (30 minutes spent in peer coaching exercises supported by 2500 word individual written reflection)	CM	n/a	N
N200 133	BMSW6106	Developing Emotional Intelligence Skills for the Workplace	N	20	6	Component 1 – 100% Practical: Case-study based practical exercise (e.g. poster or presentation) supported by an individual written report (12 minutes per person supported by 3500 word individual written report)	CM	n/a	N

2. Programme: BA Leadership and Management Skills for the Workplace (and associated intermediate/exit awards)

2.1 Programme Structure

<i>Programme duration :</i>	Standard. BA: three calendar years of full-time study CertHE: one calendar year NOTE: typically, students complete the CertHE first then enter level 5 of the BA with advanced standing. However, we wish to retain the possibility for level 4 enrolment on the BA, should a cohort be identified for whom this route is more suitable.
<i>Mode of study/delivery:</i>	Mode of study is at the following locations 1. Wales – Swansea, Cardiff and Newport 2. Birmingham 3. London
<i>Pattern of attendance (Full-time and/or part-time):</i>	Full-time
<i>Credits and levels:</i>	120-credits per level (levels 4, 5 and 6). BA: 360-credits in total. DipHE (exit award only): 240-credits in total CertHE (enrolable intermediate award): 120-credits in total
<i>Pattern of delivery:</i>	<u>Wales and Birmingham:</u> <i>CertHE (level 4):</i> 3 terms per <i>calendar</i> year (each of 4 months duration). Students study 40-credits worth of modules per term (2 whole modules per term). <i>BA (levels 5 and 6):</i> 3 terms per <i>calendar</i> year (each of 4 months duration). Students study 40-credits worth of modules per term (2 whole modules per term). <u>London:</u> <i>CertHE:</i> 3 terms per <i>calendar</i> year (each of 4 months duration). Students study 40-credits worth of modules per term (4 whole modules across the first two terms, followed by 2 modules in the third term). <i>BA (levels 5 and 6):</i> 3 terms per <i>calendar</i> year (each of 4 months duration). Students study 60-credits worth of modules in each of the first and second terms (3 whole modules per term). The third term is a 'resit' term.
<i>Intake points and instances of module delivery:</i>	<i>Wales and Birmingham:</i> There are 3 intake points each year in January, May and September. Modules are delivered in a set

	order, therefore, each module is repeated each term (3 times annually), to accommodate the three intake points. <i>London:</i> There are 3 intake points each year in February, June and October. Modules are delivered in a set order, therefore, each module is repeated each term (3 times annually), to accommodate the three intake points.
<i>Module size:</i>	All modules at all levels are of 20-credits.
<i>Balance of compulsory and optional modules:</i>	All modules at all levels are compulsory.
<i>Pre-requisite modules (please state module codes for the module and its pre-requisite):</i>	There are no pre-requisite modules in the programme. All modules are independent of others – though of course each level of study provides general underpinning for subsequent modules.

TYPICAL DELIVERY PLAN

The following tables indicate the typical delivery schedules for the programmes for each delivery location. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability.

WALES: Swansea, Cardiff and Newport - Full-time study

Module Code	Module title			Module type	Credit value
INTAKE:	Cohort 1 starts Jan – indicated below by (1)	Cohort 2 starts May - indicated by (2)	Cohort 3 starts Sept - indicated by (3)		
YEAR 1 – Level 4					
Term 1:	(1) Jan-Apr	(2) May-Aug	(3) Sept-Dec		
BMSW4001	Academic and Employability Skills			Compulsory	20
BMSW4005	Professional Career Development			Compulsory	20
Term 2:	(1) May-Aug	(2) Sept-Dec	(3) Jan-Apr		
BMSW4002	Effective Teamworking and Communication			Compulsory	20
BMSW4004	Problem Solving and Decision Making			Compulsory	20
Term 3:	(1) Sept-Dec	(2) Jan-Apr	(3) May-Aug		
BMSW4003	Digital Skills and Research Methods			Compulsory	20
BMSW4006	Managing Enterprise in the 21 st Century			Compulsory	20
YEAR 2 – Level 5					
Term 1:	(1) Jan-Apr	(2) May-Aug	(3) Sept-Dec		
BMSW5001	Developing Workplace Critical Thinking			Compulsory	20
BMSW5002	Developing Relationships and Workplace Achievement			Compulsory	20

Module Code	Module title			Module type	Credit value
INTAKE:	Cohort 1 starts Jan – indicated below by (1)	Cohort 2 starts May - indicated by (2)	Cohort 3 starts Sept - indicated by (3)		
Term 2:	(1) May-Aug	(2) Sept-Dec	(3) Jan-Apr		
BMSW5003	Understanding and Engaging in the Customer Experience			Compulsory	20
BMSW5005	Workplace Culture and its impact on Organisational Efficiency			Compulsory	20
Term 3:	(1) Sept-Dec	(2) Jan-Apr	(3) May-Aug		
BMSW5004	Managing Projects in the Organisation			Compulsory	20
BMSW5006	Knowledge and Information Management Skills for the Workplace			Compulsory	20
YEAR 3 – Level 6					
Term 1:	(1) Jan-Apr	(2) May-Aug	(3) Sept-Dec		
BMSW6001	Emergent Leadership Skills for the Workplace			Compulsory	20
BMSW6004	Strategic Management for SMEs			Compulsory	20
Term 2:	(1) May-Aug	(2) Sept-Dec	(3) Jan-Apr		
BMSW6002	Developing Innovation and Creativity for Business Advantage			Compulsory	20
BMSW6006	Developing Emotional Intelligence Skills for the Workplace			Compulsory	20
Term 3:	(1) Sept-Dec	(2) Jan-Apr	(3) May-Aug		
BMSW6003	Leading and Implementing Workplace Change			Compulsory	20
BMSW6005	Coaching & Mentoring Skills for the Workplace			Compulsory	20

BIRMINGHAM - Full-time study

Module Code	Module title			Module type	Credit value
INTAKE:	<i>Cohort 1 starts Jan – indicated below by (1)</i>	<i>Cohort 2 starts May - indicated by (2)</i>	<i>Cohort 3 starts Sept - indicated by (3)</i>		
YEAR 1 – Level 4					
Term 1:	(1) Jan-Apr	(2) May-Aug	(3) Sept-Dec		
BMSW4001	Academic and Employability Skills			Compulsory	20
BMSW4003	Digital Skills and Research Methods			Compulsory	20
Term 2:	(1) May-Aug	(2) Sept-Dec	(3) Jan-Apr		
BMSW4002	Effective Teamworking and Communication			Compulsory	20
BMSW4004	Problem Solving and Decision Making			Compulsory	20
Term 3:	(1) Sept-Dec	(2) Jan-Apr	(3) May-Aug		
BMSW4005	Professional Career Development			Compulsory	20
BMSW4006	Managing Enterprise in the 21 st Century			Compulsory	20

Module Code	Module title			Module type	Credit value
INTAKE:	Cohort 1 starts Jan – indicated below by (1)	Cohort 2 starts May - indicated by (2)	Cohort 3 starts Sept - indicated by (3)		
YEAR 2 – Level 5					
Term 1:	(1) Jan-Apr	(2) May-Aug	(3) Sept-Dec		
BMSW5001	Developing Workplace Critical Thinking			Compulsory	20
BMSW5002	Developing Relationships and Workplace Achievement			Compulsory	20
Term 2:	(1) May-Aug	(2) Sept-Dec	(3) Jan-Apr		
BMSW5005	Workplace Culture and its impact on Organisational Efficiency			Compulsory	20
BMSW5006	Knowledge and Information Management Skills for the Workplace			Compulsory	20
Term 3:	(1) Sept-Dec	(2) Jan-Apr	(3) May-Aug		
BMSW5003	Understanding and Engaging in the Customer Experience			Compulsory	20
BMSW5004	Managing Projects in the Organisation			Compulsory	20
YEAR 3 – Level 6					
Term 1:	(1) Jan-Apr	(2) May-Aug	(3) Sept-Dec		
BMSW6001	Emergent Leadership Skills for the Workplace			Compulsory	20
BMSW6004	Strategic Management for SMEs			Compulsory	20
Term 2:	(1) May-Aug	(2) Sept-Dec	(3) Jan-Apr		
BMSW6002	Developing Innovation and Creativity for Business Advantage			Compulsory	20
BMSW6006	Developing Emotional Intelligence Skills for the Workplace			Compulsory	20
Term 3:	(1) Sept-Dec	(2) Jan-Apr	(3) May-Aug		
BMSW6003	Leading and Implementing Workplace Change			Compulsory	20
BMSW6005	Coaching & Mentoring Skills for the Workplace			Compulsory	20

LONDON - Full-time study

Module Code	Module title			Module type	Credit value
INTAKE:	<i>Cohort 1 starts Oct – indicated below by (1)</i>	<i>Cohort 2 starts Feb - indicated by (2)</i>	<i>Cohort 3 starts Jun - indicated by (3)</i>		
YEAR 1 – Level 4					
Term 1 and	<i>(1) Oct-Feb</i>	<i>(2) Feb-Jun</i>	<i>(3) Jun-Oct</i>		
Term 2	<i>(1) Feb-Jun</i>	<i>(2) Jun-Oct</i>	<i>(3) Oct-Feb</i>		
BMSW4001	Academic and Employability Skills			Compulsory	20
BMSW4003	Digital Skills and Research Methods			Compulsory	20
BMSW4002	Effective Teamworking and Communication			Compulsory	20

Module Code	Module title			Module type	Credit value
INTAKE:	Cohort 1 starts Oct – indicated below by (1)	Cohort 2 starts Feb - indicated by (2)	Cohort 3 starts Jun - indicated by (3)		
BMSW4006	Managing Enterprise in the 21 st Century			Compulsory	20
Term 3:	(1) Jun-Oct	(2) Oct-Feb	(3) Feb-Jun		
BMSW4004	Problem Solving and Decision Making			Compulsory	20
BMSW4005	Professional Career Development			Compulsory	20
YEAR 2 – Level 5					
Term 1:	(1) Oct-Feb	(2) Feb-Jun	(3) Jun-Oct		
BMSW5001	Developing Workplace Critical Thinking			Compulsory	20
BMSW5003	Understanding and Engaging in the Customer Experience			Compulsory	20
BMSW5005	Workplace Culture and its impact on Organisational Efficiency			Compulsory	20
Term 2:	(1) Feb-Jun	(2) Jun-Oct	(3) Oct-Feb		
BMSW5002	Developing Relationships and Workplace Achievement			Compulsory	20
BMSW5006	Knowledge and Information Management Skills for the Workplace			Compulsory	20
BMSW5004	Managing Projects in the Organisation			Compulsory	20
Term 3:	(1) Jun-Oct	(2) Oct-Feb	(3) Feb-Jun		
	Resit Term				
YEAR 3 – Level 6					
Term 1:	(1) Oct-Feb	(2) Feb-Jun	(3) Jun-Oct		
BMSW6005	Coaching & Mentoring Skills for the Workplace			Compulsory	20
BMSW6006	Developing Emotional Intelligence Skills for the Workplace			Compulsory	20
BMSW6001	Emergent Leadership Skills for the Workplace			Compulsory	20
Term 2:	(1) Feb-Jun	(2) Jun-Oct	(3) Oct-Feb		
BMSW6002	Developing Innovation and Creativity for Business Advantage			Compulsory	20
BMSW6003	Leading and Implementing Workplace Change			Compulsory	20
BMSW6004	Strategic Management for SMEs			Compulsory	20
Term 3:	(1) Jun-Oct	(2) Oct-Feb	(3) Feb-Jun		
	Resit Term				

2.2 Programme Aims: Main award, BA Leadership and Management Skills for the Workplace

The programme has the following general educational and specific aims:

- To provide learners with an opportunity to study for an award explicitly focused towards future employability and career progression;
- To introduce students to approaches, strategies and skills considered essential for employment within a generic context;
- To familiarise students with discussion and debate in the process and resolution of problems;
- To develop students' emotional intelligence and their capacity to work effectively both autonomously and within a team;
- To provide students with a range of learning experiences that are designed to assist students in the acquisition and application of knowledge;
- To provide students with a variety of teaching approaches delivered in a supportive learning environment.
- To enable learners to become reflective practitioners, able to define and achieve both personal and professional targets including responsibility for future learning and professional development

2.3 Programme Learning Outcomes: Main award, BA Leadership and Management Skills for the Workplace

On completion of this programme learners would achieve the following outcomes:

Knowledge and understanding (KU)

For learners following business and management programmes, they will be expected to demonstrate detailed knowledge and a systematic understanding of:

KU1	The key aspects of organisations, the external environment in which they operate and how to manage strategically and how to respond to and lead change
KU2	The ability to deploy accurately established techniques of analysis and enquiry, contributing to the effective management of change as it impacts the organisation.
KU3	The ability to deploy different approaches to leadership and managing people in the workplace including emotional intelligence.
KU4	The conceptual understanding of the role of coaching and mentoring in the workplace.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	The capability to critically think through and critically analyse the implications of courses of action.
CS2	The capability to deploy accurately established techniques of analysis and enquiry in a detailed and systematic manner, in order to identify assumptions, evaluate statements and critically evaluate logic and reasoning
CS3	To identify implicit values, to define terms adequately and generalise appropriately.
CS4	The capability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Apply appropriate methods and techniques of effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.
PS2	Demonstrate interpersonal skills of effective listening, negotiating, persuasion and presentation.
PS3	The ability to conduct and critically evaluate work-based investigations either individually or as part of a team for projects and presentations

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Demonstrate effective communication, oral, and in writing, using a range of media which are widely used in business to specialist and non-specialist audiences.
KS2	The ability to critically evaluate the appropriate use of leadership and management approaches in a variety of situations
KS3	Decision making in complex and unpredictable contexts
KS4	The ability to deploy accurately established techniques of analysis and enquiry in the context of effective problem solving and decision making using appropriate quantitative and qualitative skills.
KS5	Effective performance as an individual and within a team environment
KS6	Learning to learn and developing an appetite for learning; reflective, adaptive and collaborative learning.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Intermediate/Exit Awards

2.4 Exit Award 1: Diploma of Higher Education Skills for the Workplace

On completing this programme learners would achieve the following outcomes:

Knowledge and understanding (KU) Skills

For learners following business and management programmes, they will be expected to demonstrate knowledge and a critical understanding of:

KU1	The well-established principles of the area of study in the context of organisations and the way in which those principles have been developed, including the external environment in which they operate, how to manage efficiently and how to respond to and manage change.
KU2	The well-established principles and context of the study of the internal aspects, functions and processes of organisations and the way in which those principles have been developed.
KU3	The well-established principles of processes, procedures and practices for effective business management and of the way in which those processes have developed.
KU4	The effect of the external business environment upon the strategy, behaviour and management of organisations.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	The capability to critically think through the implications of courses of action.
CS2	The capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic and reasoning.
CS3	To identify implicit values, to define terms adequately and generalise appropriately.
CS4	The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.
PS2	Interpersonal skills of effective listening, negotiating, persuasion and presentation.
PS3	The ability to conduct work-based investigations either individually or as part of a team for projects and presentations

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	Effective communication, oral, and in writing, using a range of media which are widely used in business.
KS2	Numeracy and quantitative skills including data analysis, interpretation and exploitation.
KS3	The effective use of Communication and Information Technology for business applications.
KS4	Effective problem solving and decision making using appropriate quantitative and qualitative skills.
KS5	Effective performance as an individual and within a team environment.
KS6	Learning to learn and developing an appetite for learning; reflective, adaptive and collaborative learning

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

2.5 Intermediate Award 1: Certificate of Higher Education Skills for the Workplace

Aims: Certificate of Higher Education Skills for the Workplace

The programme has the following general educational and specific aims:

- To provide students with an opportunity to study for an award explicitly focussed towards future employability and career progression;
- To introduce students' to approaches, strategies and skills considered essential for employment within a generic context;
- To familiarise students' with discussion and debate in the process and resolution of problems;
- To develop students' emotional intelligence and their capacity to work effectively both autonomously and within a team;
- To provide students' with a range of learning experiences that are designed to assist students in the acquisition and application of knowledge;
- To provide students with a variety of teaching approaches delivered in a supportive learning environment.

Programme Learning Outcomes: Certificate of Higher Education Skills for the Workplace

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies 2014 provides relevant information on the setting and maintaining of academic standards and has been drawn upon below.

On completing this programme learners would achieve the following outcomes:

Knowledge and understanding (KU)

KU1	The underlying concepts and principles associated with organisations and the external environment in which they operate.
KU2	The underlying concepts and principles associated with the functions and processes of organisations.

KU3	The concepts and principles associated with effective business management.
KU4	The concepts and principles of a range of factors relevant to skills for the workplace.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1	Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.
CS2	The underlying concepts and principles of the management of information and analysis of data.
CS3	Critically analyse information and appraise the strength and weaknesses of different approaches and make informed judgements.
CS4	The ability to present, evaluate and interpret qualitative and quantitative data and information.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1	The ability to complete practical tasks through the integration of theory and practice.
PS2	Reflection and review of practical tasks to improve performance.
PS3	Demonstrate self-awareness and confidence in skills transferable to the workplace.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1	The underlying concepts and principles of the use of information and communication, oral, and in writing, using a range of media which are widely used in business.
KS2	Numeracy and quantitative skills including data analysis, interpretation and exploitation.
KS3	The effective use of Communication and Information Technology for business applications.
KS4	Effective problem solving and decision making using appropriate quantitative and qualitative skills.
KS5	Effective performance as an individual and within a team environment.
KS6	Learning to learn and developing an appetite for learning; reflective, adaptive and collaborative learning.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

3. Module Details

LEVEL 4

Module Code	BMSW4001
Title	Academic and Employability Skills
Date	21/03/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide the student with the underlying study/research strategies and software skills to facilitate effective study in Higher Education.
- To enable the student to take responsibility for their own learning.
- To enable the student to gain confidence and competence as an effective employee by developing a range of employability skills such as reflection, time management and presentation skills

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report;
- reflect on their learning using recognised models of reflection;
- research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

INDICATIVE CONTENT

- Using word-processing and presentation software Identifying skills (e.g. self-evaluation, skills needed for higher education, transferable/employment skills).
- Organising study (e.g. time management, organising space and resources)
- Gathering relevant information (e.g. effective note taking, using the library and the internet, reflecting on experience)
- Analysing literature and researching and presenting findings.
- Communicating and presenting information (e.g. presentation techniques, styles)
- Developing an appropriate writing style (e.g. planning and structuring essays and reports, linking ideas together, using facts, opinions or arguments, analytical thinking etc.)
- Understanding and applying a referencing convention (e.g. the Harvard System)
- Making use of digital technologies to support learning

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical portfolio of work (which may include: evidence generated during classroom activities / reflective reports / structured academic reports / case study analysis / abstracts etc.)	4000 words or equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW4001	
Module Title	Academic and Employability Skills	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Cottrell, S. (2008) The Study Skills Handbook 3rd edition. Hampshire: Palgrave MacMillan.	☒
Further	Cottrell, S. (2010) Skills for Success: Personal Development and Employability (Palgrave Study Skills) Hampshire: Palgrave MacMillan.	☐
Further	Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook (2nd edition). Hampshire: Palgrave MacMillan	☐

Module Code	BMSW4001	
Module Title	Academic and Employability Skills	
Classification	Reading List entry	Electronic*
Further	Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.	☐
Further	Gibbs, G. (1988) Learning by doing: A guide to teaching and learning methods. London: FEU.	☐
Further	Greetham, B. (2013) How to write better essays. Basingstoke: Palgrave Macmillan.	☐
Further	Mackevic, V. (2014) From confusion to conclusion. How to write a First-Class essay..2nd edition. Edited by Tom Wild. United States: Createspace.	☐
Further	McMillan, K. and Weyers, J. (2006) The smarter student: Skills and strategies for success at university, London: Prentice Hall.	☐
Further	OpenLearn. (2016) Skills for study [online] available at http://www.open.edu/openlearn/skills-for-study	☒
Further	Pears, R. and Shields, G. (2010) Cite them right: The essential referencing guide. 8th edn. Basingstoke: Palgrave Macmillan	☐
Further	Van Emden, J. and Becker, L. (2010) Presentation skills for students. 2nd edn. United Kingdom: Palgrave Macmillan.	☐
Further	Williams, K. (2014) Getting critical. United Kingdom: Palgrave Macmillan.	☐
Further	Wilson, E A and Bedford, D (2009) Study Skills for Part-time Students Harlow: Pearson	☐
Further	Wilson, J. (2013) Essentials of Business Research: A Guide to Doing Your Research Project, Sage: London	☐

Module Code	BMSW4002
Title	Effective Team Working and Communication
Date	21/03/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To introduce the student to strategies for effective team working.
- To develop the student's awareness of the range of communication skills integral to success within the workplace

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- apply the main theories relating to group dynamics, team working and communication to their own workplace examples;
- prepare and deliver a short presentation within a team working context.

INDICATIVE CONTENT

- Working collaboratively: shared ownership, responsibility and issues related to confidentiality.
- Negotiating and developing ideas.
- Group dynamics theories.
- Theories of team structures, such as Belbin.
- Group strategies: shared objectives, group agreements, meaningful schedules and effective delegation.
- Inter-personal communication including: body language, active listening, personal presentation and context awareness.
- Written communication: formats and structures.
- Strategies for improving clarity of expression, grammar, syntax and punctuation;
- presentation formats and structures.
- Communication with an audience using visual and electronic resources

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical portfolio of set in-class exercises or equivalent (e.g. various communications such as emails, business letters / case study analysis / other evidence generated during classroom activities)	2000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group presentation	5 minutes per person	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW4002	
Module Title	Effective Team Working and Communication	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Adair, J.E. (2009) Effective Teambuilding: How to make a winning team. London: Pan Books	☐

Module Code	BMSW4002	
Module Title	Effective Team Working and Communication	
Classification	Reading List entry	Electronic*
Further	Alvesson, M., Willmott, H., Alvesson, P.M. and Willmott, P.H. (1996) Making sense of management: A critical introduction. 2nd edn. Thousand Oaks, CA: Sage Publications	☐
Further	Belbin, M.R. (2012) Team roles at work. 2nd edn. Oxford: Butterworth-Heinemann.	☐
Further	Belbin, R.M. (2010) Teamroles at Work. Butterworth-Heinemann Title; 2 edition Magin, M. (2004) Making teams Work: 24 Lessons for working together successfully. McGraw-Hill Pub.	☐
Further	Blanchard, K.H., Hersey, P. and Johnson, D.E. (2000) Management of organizational behavior: Leading human resources. 8th edn. United Kingdom: Prentice Hall	☐
Further	Bown, G. and Brady, C. (1991) Successful manager (women in management Workbook series). Kogan Page, Limited, London, United Kingdom	☐
Further	Collins, J.C. and Jim, C. (2001) Good to great [why some companies make the leap ... And others don't]. 4th edn. New York, NY: HarperCollins Children's Book Group	☐
Further	Covey, Stephen R. (1989) The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. 5th edn. New York: Simon and Schuster.	☐
Further	Dalley, D., and Burton, L. Developing your Influencing Skills: How to influence people by increasing your credibility, trustworthiness and communication skills (2010) Universe of Learning Ltd.	☐
Further	Ercegovac, Z. (2008) <i>Information Literacy, search strategies, tools & resources for high school students and college freshmen</i> , Linworth Pub. 2nd ed.	☐
Further	Tuckman, B.W. and Harper, B.E. (2012) Conducting educational research. 6th edn. United States: Rowman & Littlefield Publishers.	☐

Module Code	BMSW4003
Title	Digital Skills and Research Methods
Date	21/03/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To improve the student's digital skills within the workplace.
- To develop awareness of the importance of effective analysis of information and its translation into knowledge

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- evaluate the appropriate use of contemporary technologies to improve workplace efficiency and employability;
- identify and effectively evaluate a range of information sources;
- show competence in workplace data handling.

INDICATIVE CONTENT

- Examine modern workplace communications systems, including email and social networking.
- Explore the use of web-based and mobile applications within the workplace.
- Develop awareness of legal, ethical and security issues, including the ethical implications of gathering information within the context of data protection.
- Understand Prof Russell Ackoff's definitions of data, information, knowledge, understanding and wisdom.
- Explore potential sources of information to solve workplace problems.
- Understand the ways in which numeracy, knowledge and reasoning are integral to most employment areas, including an appreciation of the use of basic statistics in the interpretation and analysis of data.
- Become competent in basic numerical handling and the efficient organisation and management of files and folders.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group presentation (e.g. to evaluate the appropriate use of contemporary technologies to improve workplace efficiency and employability)	5 to 10 minutes per student	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Research report on practical activities, drawing together activities conducted both in and outside of the classroom (such as in-class development of a questionnaire, secondary and primary data gathering, production of statistics/graphs)	2000 words or equivalent	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW4003	
Module Title	Digital Skills and Research Methods	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Beckingham, S. (2014) Why you need a professional online presence. [online] Available at: http://www.slideshare.net/suebeckingham/why-you-need-a-professional-online-presence-and-how-to-do-it-rscon5 .	☒
Further	Bell, J. (2005) Doing your research project: A guide for first-time researchers in social science, education and health. 4th edn. Maidenhead, England: Open University Press.	☐

Module Code	BMSW4003	
Module Title	Digital Skills and Research Methods	
Classification	Reading List entry	Electronic*
Further	Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.	☐
Further	Emory, C.W. and Cooper, D.R. (1991) Business research methods. 4th edn. United States: Irwin Professional Publishing.	☐
Further	Hoechsmann, M. (2012) Media literacies: a critical introduction. Malden, MA., Wiley- Blackwell.	☐
Further	MathsIsFun (2016) Data, probability and statistics. [online] Available at https://www.mathsisfun.com/data/index.html	☒
Further	Poynter, R. (2010) The handbook of online and social media research: Tools and techniques for market researchers. United Kingdom: Wiley.	☐
Further	Sheffield Hallam University. (2014) Social Media and Employability. [online] Available at: https://sites.google.com/a/my.shu.ac.uk/shusome/employability	☒

Module Code	BMSW4004
Title	Problem Solving and Decision Making
Date	21/03/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To be able to solve problems and make decisions in the workplace.
- To be able to manage and implement change in the workplace.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- describe a problem, its nature, scope and impact;
- gather and interpret information to solve a problem;
- evaluate options to make a decision;
- plan, monitor and review the implementation and communication of decisions.

INDICATIVE CONTENT

- Ways to recognise, define, investigate and analyse problems.
- Objective setting in relation to problem.
- Brainstorming, problem solving and creative thinking techniques.
- Difference between data and information.
- Interpretation of charts and diagrams.
- How to evaluate options.
- The importance of adequate and relevant information for effective decision-making.
- Decision making techniques.
- The use of simple planning techniques- action plans, Gantt charts.
- Effective presentation of a case – i.e. providing facts and evidence, not just opinion.
- Monitoring and review techniques to evaluate outcomes of problem solving activities.
- Reasons for organisational change such as changes in leadership, technology, business strategy, need to become more efficient.
- Environmental analysis technique, such as PESTLE.
- Organisational analysis, such as SWOT analysis.
- Having consideration of benefits and implications of change, principles of change management.
- Methods for planning for change and Use of tools for planning change.
- Feasibility and viability of the change for stakeholders.

- Identification of human and financial factors in the consideration of resistance to change.
- Clear communication of change and importance of involving people to facilitate effective change.
- Techniques for monitoring and evaluating outcomes of change.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical exercise (e.g. based on a case study) supported by an individual written report or equivalent	5 to 10 minutes per person supported by 2000 words individual paper or equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW4004	
Module Title	Problem Solving and Decision Making	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Adair, J. (2013) Decision making and problem solving strategies. 2nd edn. London: Kogan Page.	☐
Further	Belton, V. and Stewart, T.J. (2001) Multiple criteria decision analysis: An integrated approach. 2nd edn. Boston, MA: Kluwer Academic Publishers.	☐

Module Code	BMSW4004	
Module Title	Problem Solving and Decision Making	
Classification	Reading List entry	Electronic*
Further	Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.	☐
Further	Educational games and resources (no date) [online] Available at: http://www.theproblemsite.com/	☒
Further	Gano, D. (2011) Seven steps to effective problem solving and strategies for personal success. 1st edn. EBook: Reality Charting.	☐
Further	Institute of Leadership and Management (no date) [online] Available at: https://www.ilm.com	☒
Further	Mayer, R.E. (1992) Thinking, problem solving, cognition. 2nd edn. New York: W.H. Freeman & Co.	☐
Further	McClelland, D.C. and C, D. (1988) Human motivation. Cambridge, England: Cambridge University Press.	☐
Further	Pizlo, Z. (2012) 'Human problem solving in 2010', The Journal of Problem Solving, 4(1). doi: 10.7771/1932-6246.1120.	☐
Further	Poster presentation (2015) [online] Available at: http://serc.carleton.edu/NAGTWorkshops/assess/poster.html	☒
Further	Problem solving and decision making: Class projects (1996) [online] Available at: http://www.studygs.net/problem	☒
Further	Proctor, T. (2009) Creative problem solving for managers: Developing skills for decision making and innovation. 3rd edn. New York: Routledge.	☐
Further	SMART goals (2016) [online] Available at: https://www.projectsmart.co.uk/smart-goals.php	☒
Further	Straus, D. (2002) How to make Collaboration Work: powerful ways to build consensus, solve problems and make decisions. Berrett-Koehler.	☐
Further	Study Guides and Strategies. (2016), Problem solving and decision making, [online] available at: http://www.studygs.net/problem	☒

Module Code	BMSW4005
Title	Professional Career Development
Date	21/03/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To introduce the student to strategies for personal reflection and career development planning
- To gain confidence and competence as effective employees

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- understand the skills and knowledge needed for working effectively;
- demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development;
- establish employment goals and develop a personal action plan.

INDICATIVE CONTENT

- Concepts of self-awareness and the various approaches to self-assessment and learning.
- The application of background questionnaires and identify personal learning preferences.
- An analysis of personal strengths, weaknesses and tools to support professional development planning.
- Ideas relating to the concept of personal confidence, studying and thinking independently.
- Strategies for exploring employment options acquiring, selecting and collating information from a range of sources.
- Techniques for presenting conclusions in a clear, coherent and logical manner.
- An examination of effective systems, such as rotas, health and safety regulations and good conduct procedures.
- An introduction to strategies for career advancement: staff recruitment, job evaluation, person specifications, job specifications, interviewing, induction, mentoring, appraisal and retention issues.
- Development of students' confidence and readiness for employability such as responsibility and accountability; interpersonal relationships; effective means for communication; reliability.
- Reference to relevant procedures and employment legislation.
- Identify good practice relating to respect, effective communication and effective partnerships in the workplace.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
A practical professional development exercise (such as role playing interviewee and interviewer for a role linked to their personal goals) supported with a reflective essay or equivalent	5 to 10 minutes per student for the practical exercise supported by 2,000 words individual reflection or equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW4005	
Module Title	Professional Career Development	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook (2nd edition). Hampshire: Palgrave MacMillan.	☐
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	(Palgrave Study Skills) Hampshire: Palgrave MacMillan.	☐
Further	Cottrell, S. (2010) Skills for Success: Personal Development and Employability	☐
Further	McMillan, K. and Weyers, J. (2006) The smarter student: Skills and strategies for success at university, London: Prentice Hall.	☐

Module Code	BMSW4005	
Module Title	Professional Career Development	
Classification	Reading List entry	Electronic*
Further	National Careers Service (2012) Preparing for an interview. [online] Available at: https://nationalcareersservice.direct.gov.uk/advice/getajob/interviews/Pages/default.asp	☒
Further	Pritchards, A. M. (2008) Studying and Learning at University: Vital Skills for Success in your Degree. London: Sage Publications.	☐
Further	Prospects. (2016) Career advice [online] Available at https://www.prospects.ac.uk	☒
Further	Van Emden, J. & Becker, L. (2010) Presentation Skills for Students (2nd edition). Palgrave Macmillan.	☐
Further	Wilson, E A and Bedford, D (2009) Study Skills for Part-time Students Harlow: Pearson	☐

Module Code	BMSW4006
Title	Managing Enterprise in the 21st Century
Date	21/03/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To develop the student's awareness of enterprise, including self-employment and the skills required to set up a successful business.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- examine and evaluate a business idea and design an appropriate business plan;
- apply a range of employment skills in the completion of a group project.

INDICATIVE CONTENT

- Over the course of the module students will participate in an integrated workplace project demanding a range of employment skills.
- The project will be established with due regard to its potential for future business opportunities, enabling analysis by students of issues linked to enterprise, entrepreneurship and self-employment.
- Students will consider their working practices, individual skill set and knowledge in relation to a particular employment project and its business viability; including the development of a business plan.
- External speakers with expertise in setting up companies or establishing themselves as self-employed practitioners will be invited to contribute to the delivery of this module.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group presentation of a written business plan	5 - 10 minutes per group member with supporting written business plan (2000 words per member).	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW4006	
Module Title	Managing Enterprise in the 21st Century	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	ACAS.(2016), Help and advice for employers and employees, [online] available at: http://www.acas.org	☒
Further	Adair, J.E. (2009) Effective Teambuilding: How to make a winning team. London: Pan Books	☐
Further	Alvesson, M., Willmott, H., Alvesson, P.M. and Willmott, P.H. (1996) Making sense of management: A critical introduction. 2nd edn. Thousand Oaks, CA: Sage Publications.	☐
Further	Barrow, C., Brown, R. and Clarke, L. (2001) The business enterprise handbook: A complete guide to achieving profitable growth for all entrepreneurs and SMEs. London: Kogan Page	☐
Further	Blythe, J. (2005). Essentials of marketing communications. 2nd edn. Harlow: Financial Times/ Prentice Hall.	☐
Further	Business Wales.(2016), Business Advice in Wales, [online] available at: http://businesswales.gov.wales/	☒
Further	Careers England.(2016), Careers advice in England, [online] available at: www.careersengland.org.uk	☒
Further	Careers Wales. (2016), Careers advice in Wales, [online] available at: http://www.careerswales.com	☒
Further	Hind, D. and Moss, S. (2011) Employability Skills, Business Education Publishers Ltd; 2nd ed.	☐

Module Code	BMSW4006	
Module Title	Managing Enterprise in the 21st Century	
Classification	Reading List entry	Electronic*
Further	ILM. (2016), Institute for Leadership and Management, [online] available at: https://www.i-l-m.com/	☒
Further	Johnson, G., Scholes, K., Johnson, P.G. and Scholes, P.K. (2001) Exploring corporate strategy: Text and cases. 6th edn. Harlow, England: Financial Times Prentice Hall.	☐
Further	Kotler, P., Armstrong, G., Saunders, J., Saunders, P.J. and Wong, P.V. (2001) Principles of marketing: European edition. 3rd edn. Harlow, England: Financial Times Prentice Hall.	☐
Further	Marsh, R. (2012) Skills for Employability Part One: Moving into Employment, Christal Pub.	☐
Further	Marsh, R. (2012) Skills for Employability Part One: Pre-employment, Christal Pub.	☐
Further	National Careers Service. (2016), Careers advice UK, [online] available at: https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx	☒

LEVEL 5

Module Code	BMSW5101
Title	Developing Workplace Critical Thinking
Date	27/08/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop a critical approach to workplace thinking based on established theoretical models.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- discriminate and analyse the difference between beliefs, attitudes and values within a workplace context;
- critically assess their own beliefs, attitudes and value systems and their impact on workplace behaviour;
- apply the critical assessment of an appropriate management theory to evaluate how someone with different beliefs, attitudes and values might interpret the theory differently.

INDICATIVE CONTENT

- Basic principles of logic.
- Use of logic to establish causal relationships.
- Skills in presenting rational arguments and debating points of view.
- Value and purpose of reflection in supporting learning.
- How emotions, values and beliefs affect rational discourse.
- Techniques for comparing and evaluating alternative propositions critically.
- Inductive and deductive reasoning.
- Theories of management such as Human Relations, Scientific Management, Contingency Theory, Systems Theory, Bureaucratic Management.
- Significance of beliefs, attitudes and value systems in shaping human behaviour e.g. sustainability and future proofing.
- Relationship between beliefs, attitudes and value systems and culture and norms.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of work (which may include individual written reports, case study assessments, etc.)	4500 words total	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW5101	
Module Title	Developing Workplace Critical Thinking	
Classification	Reading List entry	Electronic*
Essential	Bell. J. (2010) Doing your research project: a guide for first time researchers in education, health and social science. (Online) Maidenhead : McGraw Hill Open University Press. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780335224180 (Accessed 25 July 2019)	☒
Essential	Brookfield. S. (2012) Teaching for critical thinking : tools and techniques to help students question their assumptions. (Online) San Francisco : Jossey-Bass.	☐
Further	Reilly, S., & Williams, D. (2017). Critical thinking. Healthcare Purchasing News, 41(8), 32-35. https://web-a-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=d0ddb3aa-ed62-45fc-83ec-	☒

Module Code	BMSW5101	
Module Title	Developing Workplace Critical Thinking	
Classification	Reading List entry	Electronic*
	7659055fcf1e%40sessionmgr4008&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=124493770&db=bth (Accessed 25 July 2019)	
Further	Cottrell, S. (2013). The study skills handbook (Fourth ed., Palgrave study skills). Basingstoke, Hampshire: Palgrave Macmillan. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9781137289261 (Accessed 25 July 2019)	☒
Further	Dochy, F; Gijbels, D; Segers, M; Van den Bossche, P. (2011) Theories of Learning for the Workplace: Building blocks for training and professional development programs. (Online) Hoboken: Taylor and Francis. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780203817995 (Accessed 25 July 2019)	☒
Further	Frid, S. Redden, T. & Reading, C. (1998) 'Are teachers born or made? Critical reflection for professional growth', in The Context of Teaching, ed. T. Maxwell, Kardoorair Press, Armidale, NSW Harlow. Prentice Hall.	☐
Further	Kerlinger, F. N. (1970) Foundations of Behavioural Research New York. Holt, Reinhart & Winston	☐
Further	Maltby, J. Day, L. Macaskill, A. (2010) Personality, individual differences and intelligence (Online) Uppr Saddle River, N.J. : Prentice Hall. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780273751175 (Accessed 25 July 2019)	☒
Further	Pears, R. & Shields, G. Cite Them Right. Basingstoke: Palgrave MacMillan, 2011.	☐
Further	Atwater, J.B. & Pitman, B.H. Facilitating Systemic Thinking in Business Classes Decision Sciences Journal of Innovative Education; Jul2006, Vol. 4 Issue 2,	☐
Further	Chartland, J. Ishikawa, H. & Flander, S. Critical Thinking Means Business. https://talentlens.in/PDF/Critical-Thinking-Means-Business.pdf (Accessed 25 July 2019)	☒
Further	Ennis, Robert H. Harvard Educational Review. A Concept of Critical Thinking, Vol 32(1), 1962, 81-111.	☐
Further	Lally, J. McBride, M. and Wells, D. (2006) "Critical Thinking" Oxford. Heinemann.	☐
Further	Information-Seeking Behaviour in Generation Y Students: Motivation, Critical Thinking and Learning Theory, The Journal of Academic Librarianship, Volume 31, Issue 1, January 2005, Pages 46 – 53.	☐

Module Code	BMSW5102
Title	Developing Relationships and Workplace Achievement
Date	27/08/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop strategies for performance management and the personal and career development of individuals in the workplace.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically assess the potential benefits to the organisation of developing individuals in the workplace;
- manage an individual's expectations in respect of personal development;
- critically evaluate development vehicles available to an organisation appropriate to the development needs of the individual;
- generate a detailed plan to meet the identified development needs of an individual in the workplace and the management of performance.

INDICATIVE CONTENT

- Examining the expectations and requirements of people.
- Administering people in accordance with guidelines and career pathways.
- Managing career development of people.
- Managing performance and succession planning.
- Support structures within the organisation.
- Techniques for supervision and formal appraisal.
- Methods of ensuring fair and objective assessment/appraisal.
- Methods to monitor evaluate and record individual feedback.
- Reporting performance appraisal including the importance of confidentiality.
- Learning styles and the range of training/development opportunities available.
- Mechanisms to provide appropriate feedback to individuals.
- Career development strategies including the wider context of sustainability.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Case-study based practical exercise (e.g. poster, video or speech)	15-20 minutes per student	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual written report	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	BMSW5102	
Module Title	Developing Relationships and Workplace Achievement	
Classification	Reading List entry	Electronic*
Essential	Armstrong, M. and Taylor, S. (2014). Armstrong's handbook of human resource management practice, 13th edition. London: Kogan Page. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749469658 (Accessed 25 July 2019)	☒

Module Code	BMSW5102	
Module Title	Developing Relationships and Workplace Achievement	
Classification	Reading List entry	Electronic*
Essential	Bee, F. and Bee, R. (2004). Learning Needs Analysis and Evaluation. 2nd ed. (Online) London: Chartered Institute of Personnel and Development.	☐
Essential	Armstrong, M. (2012) Armstrong's handbook of performance management: an evidence based guide to delivering high performance 4th edition. (Online) London, U.K. ; Philadelphia, Pa. : Kogan Page. https://www.koganpage.com/product/learning-needs-analysis-and-evaluation-9780852929674 (Accessed 25 July 2019)	☒
Further	Mullins, L. (2006). Essentials of organisational behaviour. Harlow: Financial Times Prentice Hall. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9781405872218 (Accessed 25 July 2019)	☒
Further	Carr, C. (1996). Team Leader's Problem Solver. Englewood Cliffs, NJ: Prentice Hall.	☐
Further	Hargreaves, D.H. (2004) Learning for life : the foundations for lifelong learning, Bristol: Policy Press. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9781847425966 (Accessed 25 July 2019)	☒
Further	Harrison, R. (2009). Learning and Development. 5th ed. London: Chartered Institute of Personnel and Development.	☐
Further	Maund, L. (2001). Introduction to Human Resource Management: Theory and Practice. Houndmills, Basingstoke, Hampshire: PALGRAVE.	☐
Further	Hutchinson, S., & CIPD. (2013). Performance Management. London: Chartered Institute of Personnel and Development.	☐
Further	Leatherbarrow, C., Fletcher, J., (2014). Introduction to human resource management : A guide to HR in practice. 3rd ed. London: Chartered Institute of Personnel Development.	☐
Further	Maund, L. (2001). Introduction to Human Resource Management: Theory and Practice. (Online) Houndmills, Basingstoke, Hampshire: Palgrave.	☐
Further	Meggison, D. and Whitaker, V. (2007). Continuing Professional Development. 2nd ed. London: Chartered Institute of Personnel and Development.	☐
Further	Mullins, L., & Christy, G. (2013). Management & organisational behaviour (Tenth ed.). (Online) Harlow: FT Publishing.	☐
Further	Rees, W., Porter, W., & Porter, Christine. (2015). Skills of management and leadership: Managing people in organisations. London: New York, NY: Palgrave Macmillan.	☐
Further	Reid, M. A., Barrington, H. A. and Brown, M. (2004). Human Resource Development: Beyond Training Interventions. 7th ed. London: Chartered Institute of Personnel and Development.	☐

Module Code	BMSW5102	
Module Title	Developing Relationships and Workplace Achievement	
Classification	Reading List entry	Electronic*
Further	Rosenfeld, P., Giacalone, R. A. and Riordan, C. A. (1995). Impression Management in Organizations: Theory, Measurement, Practice. London: Routledge.	☐
Further	Sisson, K. (2000). Personnel Management: A Comprehensive Guide to Theory and Practice in Britain. 3rd ed. Oxford, UK: Blackwell Business.	☐
Further	Williams, K. (2006). Introducing Management a Development Guide. 3rd ed. Oxford: Butterworth-Heinemann.	☐

Module Code	BMSW5103
Title	Understanding and Engaging in the Customer Experience
Date	27/08/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To instil a critical understanding of quality systems and controls for customers.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- evidence a critical understanding of quality process in the workplace;
- analyse the customers' experience of an organisation;
- critically evaluate the benefits and challenges of developing and maintaining good customer relationships.

INDICATIVE CONTENT

- Quality modules and standards.
- Customer service.
- Customer centrality.
- Value and purpose of customer relationship management (CRM).
- Buyer seller relationships.
- Managing customer expectations.
- Buying decision making process: ethical considerations such as fair-trade, sustainable resources.
- Appreciation of the importance of quality control.
- Customer value.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research report on practical project, based upon both in-class and out-of-class activities (e.g. primary data gathering or secondary research)	4500 words or equivalent	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW5103	
Module Title	Understanding and Engaging in the Customer Experience	
Classification	Reading List entry	Electronic*
Essential	Bergusson, B. P. (2002): Essentials of CRM: a guide to customer relationship management. (Online) New York: Wiley. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780471268109 (Accessed 25 July 2019)	☒
Essential	Gummesson, E. (2002). Total Relationship Marketing: Marketing Strategy Moving from the 4Ps product, Price, Promotion, Place of Traditional Marketing Management to the 30Rs the Thirty Relationships of a New Marketing Paradigm. 2nd ed. Oxford: Butterworth-Heinemann.	☐
Essential	Goodman, J. A. (2009). Strategic customer service : managing the customer experience to increase positive word of mouth, build loyalty and maximize profits. (Online) New York: AMACOM. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780814413340 (Accessed 25 July 2019)	☒
Essential	Leppard, J. and Molyneux, L. (1994). Auditing Your Customer Service: The Foundation for Success. London: Routledge.	☐
Further	Assael, H. (1995). Consumer Behavior and Marketing Action. 5th ed. Cincinnati, Ohio: South-Western College Pub.	☐

Module Code	BMSW5103	
Module Title	Understanding and Engaging in the Customer Experience	
Classification	Reading List entry	Electronic*
Further	Bishop, T. (2012). Principles of Marketing Management (Online) New Delhi: World Technologies. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9788132325697 (Accessed 25 July 2019)	☒
Further	Buttle, F. (2009). Customer Relationship Management: Concepts and Technologies. 2nd ed. Amsterdam: Butterworth-Heinemann.	☐
Further	Christopher, M., Payne, A., & Ballantyne, D. (2013). Relationship Marketing: Creating Stakeholder Value. Saint Louis: Taylor and Francis.	☐
Further	Forsyth, P. B. (1999). Communicating with Customers. London: Orion Business Books.	☐
Further	Foxall, G. R. and Goldsmith, R. E. (1994). Consumer Psychology for Marketing. London: Routledge.	☐
Further	Greenberg, P. (2010) CRM at the speed of light: social CRM strategies, tools and techniques for engaging your customers. (Online) McGraw-Hill: New York. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9789780071592 (Accessed 25 July 2019)	☒
Further	Harrison, R. (2005). The Ethical Consumer. London: SAGE.	☐
Further	Håkansson, H. and Snehota, I. (1995). Developing Relationships in Business Networks. London: Routledge.	☐
Further	Kaynak, E., & Herbig, P. (2014). Handbook of Cross-Cultural Marketing. Hoboken: Taylor and Francis.	☐
Further	Lewis, B., & Varey, R. (2012). Internal Marketing. Hoboken: Taylor and Francis.	☐
Further	Mooij, M. d. (2004). Consumer Behaviour and Culture: Consequences for Global Marketing and Advertising. Thousand Oaks, Calif: Sage Publications.	☐
Further	Payne, A. (2012). Handbook of CRM. Hoboken: Taylor and Francis.	☐
Further	Piercy, N. (2009). Market-led strategic change transforming the process of going to market (4th ed.). Amsterdam ; London: Butterworth-Heinemann.	☐
Further	Ruskin-Brown, I., & Books24x7, Inc. (2005). Marketing your service business. London: Thorogood Pub.	☐
Further	Schneider, B. (2004). Service Quality: Research Perspectives. Thousand Oaks, Calif: Sage Publications.	☐
Further	Smith, I. (1997). Meeting Customer Needs. 2nd ed. Oxford: Butterworth/Heinemann.	☐
Further	Solomon, M. R. (2004). Consumer Behavior: Buying, Having, and Being. 6th ed. Upper Saddle River, NJ: Pearson/Prentice Hall.	☐
Further	Wellington, P. (2010). Effective customer care (Creating success). London: Kogan Page.	☐

Module Code	BMSW5104
Title	Managing Projects in the Organisation
Date	27/08/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop the understanding and ability to manage projects within the workplace.
- To develop knowledge and understanding of project management tools & techniques.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- critically assess the usefulness of project management tools and techniques for managing a project within an organisation;
- plan the implementation of a project of appropriate complexity within a workplace;
- critically evaluate their ability to manage a project.

INDICATIVE CONTENT

- Project sponsors, stakeholders and scope.
- Tools & techniques of project management.
- Project communication methods.
- Benefits of project management.
- Characteristics of project managers.
- Organisational structures to support projects.
- Types of project; the project life cycle, PRINCE2.
- Risk management techniques.
- Appreciation of soft skills e.g. leadership, management and communication
- Stakeholder analysis e.g. fair-trade initiatives, a green agenda.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam
 ☐ Coursework
 ☒ Practical

Mode of assessment	Volume	Weighting
A group presentation of a Project Plan in response to a project scenario	10 minutes per person supported by a written Project Plan of 2500 words per person	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW5104	
Module Title	Managing Projects in the Organisation	
Classification	Reading List entry	Electronic*
Essential	Berkun, S (2008) Making Things Happen: Mastering Project Management (Theory in Practice) O'Reilly	☐
Essential	Buttrick, R. (2009). The Project Workout: The Ultimate Handbook of Project and Programme Management. 4th ed. Harlow, England: Financial Times/Prentice Hall.	☐
Essential	Roberts, P. (2011). Effective project management. London, UK Philadelphia, PA: Kogan Page. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749461584 (Accessed 25 July 2019)	☒
Further	Field, M. & Keller, L. Project Management, London: Open University / Thomson Learning, 1998.	☐
Further	Heagney, J. (2012). Fundamentals of project management. (Online) New York: American Management Association.	☒

Module Code	BMSW5104	
Module Title	Managing Projects in the Organisation	
Classification	Reading List entry	Electronic*
	https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780814417492 (Accessed 25 July 2019)	
Further	Heerkens, G. (2015). Project management (A briefcase book). New York: McGraw-Hill.	☐
Further	Hughes, B. (2012). Project management for IT-related projects (2nd ed.). Swindon: BCS.	☐
Further	Maylor, H. (2010). Project management (4th ed.). Harlow: Financial Times Prentice Hall. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780273743521 (Accessed 25 July 2019)	☒
Further	Leach, L. (2004). Critical chain project management [ebook] (2nd ed., Artech House effective project management series). Boston, Mass. ; London: Artech House.	☐
Further	Maylor, H. (2011). Project Management. 4th ed. Harlow, England: FT Prentice Hall. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780273743521 (Accessed 25 July 2019)	☒
Further	Meredith, J. & Mantel, S. (2009) Project Management: A Managerial Approach, Asia: John Wiley & Sons	☐
Further	Reiss, G. (2015). Project management demystified London: Routledge.	☐
Further	Watson, M. Managing Smaller Projects: a practical guide, Hook: Project Manager Today Publications, 2002.	☐
Further	Wysocki, R. K. et al. (2000). Effective Project Management 2nd ed. New York: Wiley.	☐

Module Code	BMSW5105
Title	Workplace Culture and its impact on Organisational Efficiency
Date	27/08/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop an understanding of workplace culture and context in order to improve one's ability to function within the organisational norms.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically assess the culture and context of an organisation;
- evaluate an organisation within its broader environment using appropriate environmental and organisational analysis techniques;
- critically appraise the cultural and ethical behaviour present in one or more organisations.

INDICATIVE CONTENT

- Impact of external forces on the organisation e.g. PESTLE and SWOT analysis.
- Formal and informal relationships between departments and people.
- Organisational culture, ethos and values.
- Establishing a culture of sustainability within the workplace.
- Corporate social and environmental responsibility.
- Personal ethical standards, values and beliefs.
- Communication channels for sharing information and building relationships.
- Barriers to effective functioning in the organisation and ways to overcome them.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual written report based upon a student-selected case, supported by a practical demonstration (e.g. academic interview or individual presentation)	3500 words supported by 5 minutes' presentation	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW5105	
Module Title	Workplace Culture and its impact on Organisational Efficiency	
Classification	Reading List entry	Electronic*
Essential	Mullins, L., & Christy, G. (2016). Management & organisational behaviour (Eleventh ed., Always learning). https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9781292088518 (Accessed 25 July 2019)	☒
Essential	Alvesson, M (2012) Understanding organisational change. (Online) London: Thousand Oaks, Calif: Sage Publications https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9781412931304 (Accessed 25 July 2019)	☒
Further	Browaeys, M., Price, M., & Price, R. (2011). Understanding cross-cultural management (2nd ed.). Harlow: Financial Times Prentice Hall.	☐
Further	Cork, T. (2011). Unlocking great workplace culture. Canadian HR Reporter, 24(19), 34.	☐
Further	Deal, P., Deal, J., & Prince, D. W. (2011). Developing Cultural Adaptability How to Work Across Differences (J-B CCL (Center for Creative Leadership)). Hoboken: Wiley.	☐
Further	Handy, C. B. (1993). Understanding Organizations: 4th ed. (Online) Harmondsworth: Penguin. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 25 July 2019)	☒

Module Code	BMSW5105	
Module Title	Workplace Culture and its impact on Organisational Efficiency	
Classification	Reading List entry	Electronic*
Further	Handy, C. B. (1997). The Hungry Spirit: Beyond Capitalism: A Quest for Purpose in the Modern World. London: Hutchinson.	☐
Further	Handy, C. B. (1985). Understanding Organizations: 3rd ed. Harmondsworth: Penguin.	☐
Further	Chaiwat Riratanaphong. (2014). Performance measurement of workplace change: In two different cultural contexts. A BE: Architecture and the Built Environment, (2), 1-378. https://doaj.org/article/3dc43814ebd94ef3900d90397beafcb9 (Accessed 25 July 2019)	☒
Further	Alimo-Metcalfe, B., Alban-Metcalfe, J., Bradley, M., Mariathasan, J., & Samele, C. (2008). The impact of engaging leadership on performance, attitudes to work and wellbeing at work. Journal of Health Organization and Management, 22(6), 586-98. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/197378722?accountid=130472&rfr_id=info%3Axri%2Fsid%3Aprimo (Accessed 25 July 2019)	☐
Further	Sinha, J. (2008). Culture and organizational behaviour (Sage texts). New Dehli: SAGE. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9788132100997 (Accessed 25 July 2019)	☐
Further	Prince, Hoppe, & Prince, Don W. (2011). Communicating Across Cultures (J-B CCL (Center for Creative Leadership). Greensboro: Wiley.	☐
Further	Rogoff, B. (2003). The cultural nature of human development. Oxford: Oxford University Press.	☐

Module Code	BMSW5106
Title	Knowledge and Information Management Skills for the Workplace
Date	27/08/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop understanding of the challenges of managing knowledge and information within an organisation.
- To identify and apply appropriate management information systems.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- evaluate the concept and importance of knowledge management in terms of an organisation's knowledge assets and their management;
- understand the key knowledge management processes required for organisational development;
- develop a framework for establishing a knowledge management culture.

INDICATIVE CONTENT

- The relationship between data, information, knowledge and wisdom.
- Information sources.
- Capturing valuable information.
- Information flow and information overload.
- Searching for and identifying valuable information.
- Information storage.
- Information life cycles.
- Managing information risk.
- External factors and sustainability within knowledge and information management.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual written proposal in response to a given case/scenario, supported by a practical evaluation (e.g. poster or presentation) of that proposal	3500 words supported by 5-10 minutes	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW5106	
Module Title	Knowledge and Information Management Skills for the Workplace	
Classification	Reading List entry	Electronic*
Essential	Laudon, K., & Laudon, J. P. (2014). Management information systems: Managing the digital firm. Thirteenth edition. Pearson: London https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780273790327 (Accessed 25 July 2019)	☒
Essential	Sanchez, R. (2003) Knowledge management and organizational competence. (Online) Oxford University Press: New York https://www-oxfordscholarship-com.ezproxy.uwtsd.ac.uk/view/10.1093/acprof:oso/9780199259281.001.0001/acprof-9780199259281 (Accessed 25 July 2019)	☒
Further	Collinson, C and Parcell, G (2004) Learning to Fly: Practical Knowledge Management from Leading and Learning Organizations, Capstone, England.	☐
Further	Caruso, S. (2017). A Foundation for Understanding Knowledge Sharing: Organizational Culture, Informal Workplace Learning, Performance Support, and Knowledge Management. Contemporary Issues in Education Research, 10(1), 45-52. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/1859396450?accountid=1	☒

Module Code	BMSW5106	
Module Title	Knowledge and Information Management Skills for the Workplace	
Classification	Reading List entry	Electronic*
	30472&rfr_id=info%3Axri%2Fsid%3Aprimo (Accessed 25 July 2019)	
Further	Easterby-Smith, M. and Lyles, M. A. (2003). The Blackwell Handbook of Organizational Learning and Knowledge Management. Malden, MA: Blackwell Pub.	☐
Further	Griseri, P. (2002). Management Knowledge: A Critical View. Houndmills, Basingstoke, Hampshire: Palgrave.	☐
Further	Okike, E., & Mbero, Z. (2015). Information Technology (IT) Knowledge Management system stage model: A proposal for today's workplace. International Journal of Computer Science Issues (IJCSI), 12(5), 193-202. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/1729353122?accountid=130472&rfr_id=info%3Axri%2Fsid%3Aprimo (Accessed 25 July 2019)	☒
Further	Jones, B. (2001). Knowledge Capitalism. Oxford: Oxford University Press Pl.	☐
Further	Lips, M. (2014). Transforming Government—by Default? In Society and the Internet (p. Society and the Internet, Chapter 12). Oxford University Press.	☐
Further	Lilley, S. Lightfoot, G and Amaral, P. (2004) Representing organization: knowledge, management and the information age. (Online) Oxford: Oxford University Press, https://www-oxfordscholarship-com.ezproxy.uwtsd.ac.uk/view/10.1093/acprof:oso/9780198775416.001.0001/acprof-9780198775416 (Accessed 25 July 2019)	☒
Further	Newell, S. et al. (2009). Managing Knowledge Work and Innovation. 2nd ed. Basingstoke: Palgrave Macmillan.	☐
Further	O'Dell, C and Hubert, C (2011) The New Edge in Knowledge: How Knowledge Management Is Changing the Way We Do Business, John Wiley, New Jersey.	☐

LEVEL 6

Module Code	BMSW6101
Title	Emergent Leadership Skills for the Workplace
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To explore the key responsibilities of leadership in the workplace and the critical importance of the objective analysis of personal strengths and limitations.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate personal ability to fulfil key responsibilities of the leadership role within the context of established leadership styles;
- analyse and critically assess strategies for leadership in relation to others;
- plan for the leadership of change of an appropriate level of complexity within the workplace.

INDICATIVE CONTENT

- Introduction to leadership models, theories and styles.
- Key responsibilities of the leadership role.
- Evaluate different leadership styles in the context of own responsibilities.
- Repertoire of leadership styles in different situations and with different people.
- Concept of emotional intelligence and how it applies to the leadership role.
- Importance of understanding one's own strengths and limitations.
- Use and interpretation of techniques to identify characteristics, strengths and limitations.
- Importance of continuous self-development and identifying opportunities to develop oneself in the leadership role.
- Displaying confidence and self-assurance by emphasising personal strengths and showing a readiness to take calculated risks.
- Social awareness in terms of empathy, organisational and 'political awareness, service to others.
- Relationship management in terms of inspiring others.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of written submissions (e.g. a case study based on practical activities (such as interviews or secondary research) or an individual written reflection)	5500 words	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW6101	
Module Title	Emergent Leadership Skills for the Workplace	
Classification	Reading List Entry	Electronic*
Essential	Adair, J. (2013). Develop Your Leadership Skills (2nd ed.,) Creating Success). London: Kogan Page). https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749467012 (Accessed 24 July 2019)	☒
Essential	Armstrong, M. (2012) Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management. (Online) London; Philadelphia: Kogan Page. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749478162 (Accessed 24 July 2019)	☒
Further	Adair, J. E. (1989). The Action Centred Leader. Industrial Society.	☐
Further	Bennis, W. (2009) On Becoming a Leader, New York, Basic Books.	☐
Further	Cottrell, S. (2003) The Study Skills Handbook (2nd edition). Hampshire: Palgrave MacMillan.	☐
Further	Mewton, L., Ware, J. & Grantham, C., 2005. A question of leadership: Which skills and competencies will be most critical for leaders as the workplace continues to evolve? Leadership in Action, 24(6), p.14 . https://web-a-ebshost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a70d633d-0279-4893-afbd-ec9ae391fd66%40sdc-v-	☒

Module Code	BMSW6101	
Module Title	Emergent Leadership Skills for the Workplace	
Classification	Reading List Entry	Electronic*
	sessmgr01&bdata=JnNpdGU9ZWhvc3QtGl2ZQ%3d%3d#AN=17070452&db=bth (Accessed 24 July 2019)	
Further	Kouzes, J.M. & Posner, B.Z. (2008) The Leadership Challenge: 4th Edition, Jossey-Bass.	☐
Further	Pears, R. & Shields, G. (2011) Cite Them Right. Basingstoke: Palgrave MacMillan.	☐
Further	McKeown, A. & Bates, J., 2013. Emotional intelligent leadership. Library Management, 34(6/7), pp.462–485. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/1430545094?accountid=130472&rfr_id=info%3Axi%2Fsid%3Aprimo (Accessed 24 July 2019)	☒
Further	Ziek, P., & Smulowitz, S. (2014). The impact of emergent virtual leadership competencies on team effectiveness. Leadership & Organisation Development Journal, 35 (2), 106-120.	☐

Module Code	BMSW6102
Title	Developing Innovation and Creativity for Business Advantage
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- to provide students with a clear understanding of the importance of innovation to business development, and the ability to critically review models and characteristics of the innovation process.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- critically reflect on the innovation concept;
- recognise, analyse and apply creative thinking at the individual, team, organisational and industry level;
- critically explore and differentiate between different models of innovation;
- critically assess characteristics of organisational knowledge and organisational knowing.

INDICATIVE CONTENT

- The concept of innovation from an inter-disciplinary perspective, specifically from an individual, group, organisational, intra- and inter-organisational level.
- Closed and open innovation models, including Schumpeterian and post-Schumpeterian views.
- The process of innovation management.
- The role of creativity within the innovation process, including emergent and prospective models of innovation.
- Individuals as innovators, including creativity and personal traits, social interaction, experimentation and play.
- Innovation in groups including the factors that drive group/team innovation, innovation implementation and creativity, and models of team innovation.
- The determinants of organisational innovation and organisational design.
- The seven stage model of new product development and trends in Research and Development.
- The concepts and processes of closed v. open innovation.
- Globally distributed innovation. The importance of organisational knowing, including a review of useful practices v. best practices and the meaning of 'boundary-less' organisations and how these can enhance opportunities for innovation.
- Inter-organisational innovation, including value constellations, drivers, success factors, typologies and implications.
- The impact of increasing costs and complexity of Research and Development.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual project plan supported by a reflective presentation	2500 words supported by 15 minutes' presentation	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW6102	
Module Title	Developing Innovation and Creativity for Business Advantage	
Classification	Reading List Entry	Electronic*
Essential	Tidd, J. and Bessant, J. (2009), Managing Innovation: Integrating Technological, Market and Organizational Change, 2nd ed, Chichester: John Wiley.	☐
Essential	Trott, P. (2008), Innovation Management and New Product Development, 4th ed, Harlow: FT Prentice Hall.	☐
Further	Bratnicka. (2015). Relationship Between Leadership Styles and Organizational Creativity. Management and Business Administration. Central Europe, (1(128)), Management and Business Administration. Central Europe / Management and Business Administration. Central Europe, 2015, Issue 1(128).	☐
Further	Brunswicker, S., & Van de Vrande, V. (2014). Exploring Open Innovation in Small and Medium-Sized Enterprises. In New Frontiers in Open Innovation (p. New Frontiers in Open Innovation, Chapter 7). Oxford University Press.	☐
Further	Clegg, B. and Birch, P. (2002). Crash Course in Creativity. London: Kogan Page	☐

Module Code	BMSW6102	
Module Title	Developing Innovation and Creativity for Business Advantage	
Classification	Reading List Entry	Electronic*
Further	Cook, P. (2016). Leading innovation, creativity and enterprise. Industrial and Commercial Training, 48(6), 294-299	☐
Further	Dawson, P., & Andriopoulos, C. (2014). Managing change, creativity & innovation (Second ed.)	☐
Further	Drucker, P. (2007) Innovation and Entrepreneurship: practice and principles. (Online) Amsterdam; London: Butterworth-Heinemann.	☐
Further	Foss, N., & Saebi, T. (2015). Business Model Innovation The Organizational Dimension. Oxford: OUP Oxford	☐
Further	Gryskiewicz, T., Gryskiewicz, S. S., & Taylor, S. (2011). Making Creativity Practical Innovation That Gets Results (J-B CCL (Center for Creative Leadership)). Hoboken: Wiley.	☐
Further	Brown, T., 2016. Leaders Can Turn Creativity into a Competitive Advantage. Harvard Business Review Digital Articles, pp.2–6. https://web-a-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a58e711e-3b57-4803-9bef-bbed42767091%40sessionmgr4007&bdata=JnNpdGU9ZW9vc3QtbGl2ZQ%3d%3d#AN=120582131&db=bth (Accessed 24 July 2019)	☒
Further	Proctor, T. (2005). Creative Problem Solving for Managers: Developing Skills for Decision Making and Innovation. 2nd ed. London: Routledge.	☐
Further	O'Reilly, C., 2019. The Three Stages of Disruptive Innovation: Idea Generation, Incubation, and Scaling. California Management Review, 61(3), pp.49–72. https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/full/10.1177/0008125619841878 (Accessed 24 July 2019)	☒
Further	Kremer, Villamor & Aguinis, 2019. Innovation leadership: Best-practice recommendations for promoting employee creativity, voice, and knowledge sharing. Business Horizons, 62(1), pp.65–74. https://www-sciencedirect-com.ezproxy.uwtsd.ac.uk/science/article/pii/S0007681318301459 (Accessed 24 July 2019)	☒
Further	Meutia & Ismail, 2015. THE INFLUENCE OF COMPETITIVE PRESSURE ON INNOVATIVE CREATIVITY. Academy of Strategic Management Journal, 14(2), pp.117–127. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/1760495358?accountid=130472&rfr_id=info%3Axi%2Fsid%3Aprimo (Accessed 24 July 2019)	☒

Module Code	BMSW6103
Title	Leading and Implementing Workplace Change
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop a holistic understanding of the leadership and management of change.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically analyse the relationship between environmental change and organisational capability;
- critically analyse the nature of change and evaluate complex concepts relating to leadership in relation to change management;
- explore contemporary issues and their impact on business management;
- analyse and evaluate the relationship between organisational culture and change.

INDICATIVE CONTENT

- Environmental change and organisational response.
- Nature of the change process.
- Planned and unplanned change.
- Politics of change and conflict resolution.
- Organisational change and culture.
- Organisational change and structure.
- Role of managers as change agents.
- Hard and soft models of change.
- Evaluating change.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Portfolio of work in response to a given case/scenario (which may include: readiness assessment, staff training and development plan, communication plan, evaluation plan, etc.)	5500 words (total)	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW6103	
Module Title	Leading and Implementing Workplace Change	
Classification	Reading List Entry	Electronic*
Essential	Kotter, J.P. Leading Change, (2012), Harvard Business Review Press.	☐
Further	Andriopoulos, C. and Dawson, P. (2009). Managing Change, Creativity and Innovation. Los Angeles: SAGE.	☐
Further	Anderson, D. (2010). Beyond change management [ebook] how to achieve breakthrough results through conscious change leadership (2nd ed., Jossey-Bass organizational development). San Francisco, Calif.: Chichester: Pfeiffer ; John Wiley [distributor].	☐
Further	Bencivenga, J. (2002) John Kotter on Leadership, Management and Change. (Online) School Administrator, v59 n2 p36-49 Feb 2002. https://web-b-ebsscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=6bc36aad-1d95-4d96-b156-c7e69506898a%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWhvc3QtGl2ZQ%3d%3d#AN=507742732&db=eue (Accessed 24 July 2019)	☒
Further	Cameron, E., & Green, M. (2012). Making sense of change management: A complete guide to the models, tools, and techniques of organizational change (3rd ed.). London ; Philadelphia: Kogan Page	☐
Further	Carnall, & By, Rune Todnem. (2014). Managing change in organizations (Sixth ed.). Harlow: Financial Times Prentice Hall.	☒

Module Code	BMSW6103	
Module Title	Leading and Implementing Workplace Change	
Classification	Reading List Entry	Electronic*
	https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780273736431 (Accessed 24 July 2019)	
Further	Greenfield, A. (2008). The 5 Forces of Change: A Blueprint for Leading Successful Change. Cirencester: Management Books 2000	☐
Further	Doherty, T., Horne, T., & Wootton, S. (2014). Managing Public Services - Implementing Changes A thoughtful approach to the practice of management (2nd ed.). Hoboken: Taylor and Francis.	☐
Further	Forsyth, P. (2012) Managing Change. (Online) London; Philadelphia: Kogan Page https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749463908 (Accessed 24 July 2019)	☒
Further	Hughes, M. (2006). Change Management: A Critical Perspective. London: Chartered Institute of Personnel and Development.	☐
Further	Kanter, R. M. (1983). The Change Masters: Innovations for Productivity in the American Corporation. New York: Simon and Schuster. Kotter, J. P. and Rathgeber, H. (2006). Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions. London: Macmillan.	☐
Further	Kotter, J. P. (1990). A Force for Change: How Leadership Differs from Management. New York: Free Press.	☐
Further	Orridge, M. (2009). Change Leadership Developing a Change-Adept Organization. Farnham: Ashgate Publishing.	☐
Further	Paton, P. R. A. and McCalman, J. (2008). Change Management: A Guide to Effective Implementation. 3rd ed. Los Angeles: SAGE.	☐
Further	Pettigrew, A. M. and Whipp, R. (1993). Managing Change for Competitive Success. Oxford, OX, UK: B. Blackwell.	☐
Further	Schultz, K. & Hungerford, C., 2016. Managing Change. Journal of College Admission, (232), p.42.	☐
Further	Dawson, P., & Andriopoulos, C. (2014). Managing change, creativity & innovation (Second ed.).	☐

Module Code	BMSW6104
Title	Strategic Management for SMEs
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop a holistic understanding of organisations' strategic direction via their interaction with the internal and external environment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically appraise an organisation's strategic direction;
- critically analyse the components of an organisation's internal and external environment;
- critically evaluate stakeholder expectations;
- formulate and verify new strategies for sustainable growth.

INDICATIVE CONTENT

- Strategic management in different contexts; Corporate\level strategy and business level strategy.
- Strategic management in practice; to include the strategic position, strategic choices strategy into action and development processes.
- Strategic analysis; to include macro environment analysis using PEST and other frameworks, five forces framework, defining strategic groups and critical success factors.
- Resource, competence and strategic capability. The strategic importance of resources, core competences and organisation capabilities. Using SWOT, and TOWS matrix.
- Stakeholder expectation and organisational purpose; to include the importance of governance stakeholder mapping and ethical issues and their impact on strategic development.
- Business level strategy and different methods of achieving sustainable competitive advantage.
- Corporate level strategy to include product diversity, international diversity, corporate parenting roles and portfolio management.
- Strategic evaluation and selection; to include the various strategic development methods available to organisations (internal, acquisition and alliance).

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of work (which may include individual written reports, case study assessments, etc.)	5500 words total	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW6104	
Module Title	Strategic Management for SMEs	
Classification	Reading List Entry	Electronic*
Essential	Johnson, G., Angwin, D., Regner, P., Scholes, K., & Whittington, R. (2014). Exploring strategy (Tenth ed.). Harlow: Prentice hall https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9781292006895 (Accessed 24 July 2019)	☒
Further	Aktouf, O., Chennoufi, M., & Holford, W. (2011). 'The strategic management framework: A methodological and epistemological examination. In Competition, Competitive Advantage, and Clusters' (Competition, Competitive Advantage, and Clusters, Chapter 5). Oxford University Press.	☐
Further	Barney, J. B. and Hesterly, W. S. (2012). Strategic Management and Competitive Advantage: Concepts and Cases. 4th ed. Boston: Pearson.	☐
Further	Jones, T., Jones, O., & Tilley, F. (2003). Competitive advantage in SMEs organising for innovation and change. Hoboken, NJ: J. Wiley.	☒

Module Code	BMSW6104	
Module Title	Strategic Management for SMEs	
Classification	Reading List Entry	Electronic*
	https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780470862308 (Accessed 24 July 2019)	
Further	Bowman, C. (1990). The Essence of Strategic Management. New York: Prentice Hall.	☐
Further	Bruce, A. and Langdon, K. (2000). Strategic Thinking. London: Dorling Kindersley.	☐
Further	Culp, M. (2012) Strategic management. (Online) New Delhi : World Technologies https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9788132325833 (Accessed 24 July 2019)	☒
Further	Faulkner, D. O. and Campbell, A. (2003). The Oxford Handbook of Strategy: A Strategy Overview and Competitive Strategy. Oxford: Oxford University Press.	☐
Further	Goodman, M., & Dingli, Sandra M. (2013). 'Creativity and Strategic Innovation Management'. Florence: Taylor and Francis.	☐
Further	Grant, R, M 'Contemporary Strategy Analysis', (2010) Hoboken, NJ , John Wiley & Sons	☐
Further	Johnson, G., Scholes, K. (2010) 'Fundamentals of Strategy', Harlow: FT Prentice Hall.	☐
Further	Lynch, R. (2008) 'Corporate Strategy', London: FT Prentice Hall.	☐
Further	Mintzberg, H., Ahlstrand, B., Lampel, J. (2008) 'Strategy Safari: The Complete Guide Through the Wilds of Strategic Management', London: FT Prentice Hall.	☐
Further	Morden, T. (2016). Principles of Strategic Management (3rd ed., Innovative Business Textbooks). Abingdon: Taylor and Francis.)	☐
Further	Morden, T. (2007) Principles of strategic management. (Online) Aldershot, England; Burlington, VT: Ashgate. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Porter, M. E. (2004) 'Competitive Strategy', London: Free Press.	☐
Further	The Academy of Management Journal The Academy of Management Review The Journal of Business Journal of Organizational Behaviour Management Science Management Technology Managerial and Decision Economics MIS Quarterly Operations Research Organization Science The Review of Economics and Statistics Strategic Management Journal Harvard Business Review Marketing Week Campaign	☒

Module Code	BMSW6105
Title	Coaching & Mentoring Skills for the Workplace
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop understanding of the skills, principles and practice of effective management coaching and mentoring and the benefits they bring to business

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate the purpose of coaching and mentoring within an organisational context;
- critically analyse the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor;
- apply strategies to effectively coach or mentor at an appropriate level.

INDICATIVE CONTENT

- Introduction to and definitions of coaching and mentoring.
- Differences and overlaps of coaching, mentoring, counselling and training and selecting the most appropriate methodological approach.
- Individual and organisational benefits of coaching and mentoring.
- Costs and benefits of coaching and mentoring.
- Alternative strategies for developing and supporting employees.
- Corporate objectives and the contribution of coaching and mentoring.
- Organisational, operational and individual barriers and strategies to overcome them.
- Knowledge, skills and behaviours of an effective coach and mentor.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Participation in in-class peer coaching exercises supported by an individual written reflection	30 minutes spent in peer coaching exercises supported by 2500 word individual written reflection	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW6105	
Module Title	Coaching & Mentoring Skills for the Workplace	
Classification	Reading List Entry	Electronic*
Essential	Garvey, B., Stokes, P., and Megginson, D., (2018). Coaching and Mentoring: Theory and Practice. London: SAGE.	☐
Essential	Brockbank, A. and McGill, I., (2012). Facilitating reflective learning: Coaching, mentoring and supervision. Kogan Page Publishers.	☐
Further	Cox, E., Bachkirova, T. & Clutterbuck, D., (2014). The complete handbook of coaching 2nd ed., London: Sage.	☐
Further	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation, London: CIPD.	☐
Further	Clutterbuck, D. (2007) Coaching the team at work. (Online) London ; Boston : Nicholas Brealey International.	☐
Further	Connor, M., & Pokora, J. (2012). 'Coaching And Mentoring At Work Developing Effective Practice' (2nd ed.). Maidenhead: McGraw-Hill Education.	☐
Further	DuBrin, A.J., (2005). Coaching and mentoring skills, Upper Saddle River, N.J.: Pearson/Prentice Hall.	☐
Further	Illeris, K. (2011) 'The fundamentals of workplace learning: understanding how people learn in working life'. (Online) Milton Park, Abingdon, Oxon; New York : Routledge. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780203836521 (Accessed 24 July 2013)	☒
Further	Watt, L., 2004. Mentoring and Coaching in the Workplace. The Canadian Manager, 29(3), pp.14–16.	☒

Module Code	BMSW6105	
Module Title	Coaching & Mentoring Skills for the Workplace	
Classification	Reading List Entry	Electronic*
	https://web-a-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a54d08f5-07bc-4ead-879f-77ac508a643e%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=14978434&db=bth (Accessed 24 July 2013)	
Further	Meggison, C., & Clutterbuck, D. (2010). 'Further Techniques for Coaching and Mentoring'. Burlington: Taylor and Francis.	☐
Further	Rolfe, A., 2015. COACHING AND MENTORING - WHAT IS THE DIFFERENCE? Training & Development, 42(5), pp.12–13 https://web-a-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=81dfbf8a-3c0d-46cc-ac71-2afa2086d588%40sdc-v-sessmgr01&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=110377247&db=bth (Accessed 24 July 2013)	☒
Further	Pears, R. & Shields, G. (2011) Cite Them Right. Basingstoke: Palgrave MacMillan.	☐
Further	Stone, F. (2007). Coaching, Counselling & Mentoring. New York. American Management Association.	☐
Further	Whitworth, L. et al, (2007) Co-active Coaching: New skills for coaching people to success in work and life, London: Davies Black.	☐

Module Code	BMSW6106
Title	Developing Emotional Intelligence Skills for the Workplace
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop students' understanding of the importance of emotional intelligence in the workplace and the relationship between emotional intelligence, effective management communication and business advantage.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- explore concepts of emotional intelligence and its relevance to the workplace;
- understand and apply of models of emotional intelligence and evaluate theorists;
- critically appraise the importance of emotional intelligence and mindfulness in the workplace.

INDICATIVE CONTENT

- Introduction to emotional intelligence and linked concepts, including Mindfulness-Based Approaches.
- The importance of emotional intelligence in the workplace.
- Workplace relationships and organisational culture – the impact of an emotionally intelligent and mindful approach on the development of empathy, improved performance and greater well-being.
- The value or otherwise of emotional intelligence within the context of workforce development and business advantage.
- Definitions of emotional intelligence.
- Emotional intelligence framework.
- Links between what we feel and what we think.
- Why how we feel affects our performance.
- Personal improvement action plan

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Case-study based practical exercise (e.g. poster or presentation) supported by an individual written report	12 minutes per person supported by 3500 word individual written report	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW6106	
Module Title	Developing Emotional Intelligence Skills for the Workplace	
Classification	Reading List Entry	Electronic*
Essential	Goleman, D. (2009) Emotional Intelligence: Why it can matter more than IQ, New York: Bantam House.	☐
Essential	Singh, D. (2006) Emotional intelligence at work : a professional guide. (Online) New Delhi ; Thousand Oaks, Calif : Response Books. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9788132102779 (Accessed 24 July 2019)	☒
Further	Baksh Baloch, Q, Saleem, M, Zaman, G, & Fida, A 2014, 'The Impact of Emotional Intelligence on Employees' Performance', Journal Of Managerial Sciences, 8, 2, pp. 208-227	☐
Further	Beard, A (2014), 'Mindfulness in the Age of Complexity', Harvard Business Review, 92, 3, pp. 68-73, Business Source Complete, EBSCOhost, viewed 9 July 2016.	☐
Further	Carter, M., Santomauro, J., & Marino, C. (2011). Set for Success Activities for Teaching Emotional, Social and Organizational Skills. London: Jessica Kingsley.	☐

Module Code	BMSW6106	
Module Title	Developing Emotional Intelligence Skills for the Workplace	
Classification	Reading List Entry	Electronic*
Further	Caruso, D.R. & Salovey, P. (2004). The emotionally intelligent manager. San Francisco, CA: Jossey-Bass	☐
Further	Hughes et al., 2009. Handbook for developing emotional and social intelligence best practices, case studies, and strategies, San Francisco: Pfeiffer. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780470449165 (Accessed 24 July 2019)	☒
Further	Chaskalson, M. (2011) The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations with MBSR, Chichester: Wiley-Blackwell.	☐
Further	Chemiss, C and Goleman D. (2001) The emotionally intelligent workplace. San Francisco: Jossey-Bass.	☐
Further	Farh, C, Myeong-Gu, S, & Tesluk, P. ((2012), 'Emotional Intelligence, Teamwork Effectiveness, and Job Performance: The Moderating Role of Job Context', Journal Of Applied Psychology, 97, 4, pp. 890-900	☐
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